

<p><b>English</b> <span style="float: right;"><i>Weeks 1</i></span> – 5</p> <p>In this unit students will compare two familiar fairytales. They will form an opinion, make a choice of a preferred fairytale and create a persuasive response about their preferred fairytale.</p> <p><b>English Assessment Task:</b> Written persuasive.</p> <p><b>English Key Concepts and Skills:</b></p> <ul style="list-style-type: none"> <li>• Forms and states an opinion/preference about a fairytale.</li> <li>• Provides clear reasons to support opinion/preference.</li> <li>• Uses persuasive language to support their opinion/preference.</li> </ul>	<p><b>English</b> <span style="float: right;"><i>Weeks 6</i></span> – 10</p> <p>In this unit students will explore nursery rhymes (poetry). They will recreate a familiar poem using their knowledge of rhyme and rhythm. They will perform their poem and listen and respond to their peers' performances.</p> <p><b>English Assessment Task:</b> Spoken and written reconstruction of a poem.</p> <p><b>English Key Concepts and Skills:</b></p> <ul style="list-style-type: none"> <li>• Identifies rhyme and rhythm in nursery rhymes.</li> <li>• Re-writes poem using the same rhythm and pattern, but with altered words.</li> <li>• Performs poem in front of a familiar audience.</li> </ul>
<p><b>Term 3 Targets in Reading:</b></p> <p>Prep – Level C Year 1 – Level H</p> <p>Take home reading is a great way to support school reading lessons.</p>	<p><b>Term 3 Sight Words:</b></p> <p>In Term 2 most students will be working on: Prep - <b>First 150 sight words – lists E-H</b> Year 1 – <b>Second 150 sight words – lists E-H</b></p>
<p><b>Term 1 Handwriting</b> <i>Alphabetic (Print) Stage</i> <b>Prep</b></p> <ul style="list-style-type: none"> <li>• Pencil-grip, arm rest, paper position, arm position, posture, one third retrace, pressure</li> <li>• Anti-Clockwise Letters (Printing only) – qQ, oO, eE, cC, fF.</li> <li>• Clockwise Letters (Printing only) – mM, nN, hH, kK, pP.</li> <li>• Practise letters with and without lines related to phonics work.</li> <li>• Practice numbers with and without lines related to maths.</li> </ul>	<p><b>Term 1 Handwriting</b> <i>Transition Stage (Entries &amp; Exits) Year 1</i></p> <ul style="list-style-type: none"> <li>• Physical Strategies - Pencil-grip, arm rest, paper position, arm position, posture.</li> <li>• Letter Formation - one third retrace, slope, letter/word spacing, letter width</li> <li>• Using of handwriting practices in day to day writing tasks.</li> <li>• Letters that change – f, z,</li> <li>• Revision of all letters with entries and exits (but with no joins)</li> </ul>
<p><b>Maths</b> <span style="float: right;"><i>Weeks 1-10</i></span></p> <p><b>Prep Maths Standard Descriptors:</b> Students count to and from 20 and order small collections</p> <p><b>Year 1 Maths Standard Descriptors:</b> Students describe number sequences resulting from skip counting by 2s, 5s and 10s. Students count to and from 100 and locate numbers on a number line. Students classify outcomes of simple familiar events.</p> <p><b>Term 3 Targets in Basic Facts:</b></p> <p>Prep – 5-10 out of 200 Year 1 – 30-35 out of 200</p>	
<p><b>Science</b> <i>Earth and Space Sciences</i> <span style="float: right;"><i>Weeks 1-5</i></span></p> <p>In this unit students consider changes in the sky and landscape, in particular day and night, and the impact on themselves and other living things. Students represent observable features and share ideas with others about how the changes in the sky and landscape affect everyday life.</p> <p><b>Science Assessment Task:</b> Multimodal Presentation (diorama of day/night sky and landscape and supporting responses)</p> <p><b>Science Key Concepts and Skills:</b></p> <ul style="list-style-type: none"> <li>• Describes features and observable changes in the day and night sky and familiar landscapes.</li> <li>• Describes the effect of day and night on everyday life.</li> <li>• Uses scientific and everyday language to communicate knowledge and ideas.</li> </ul>	<p><b>Technology</b> <span style="float: right;"><i>Weeks 1-10</i></span></p> <p>In this unit students will explore how plants and animals are grown for food, clothing and shelter, and how food is selected and prepared for healthy eating. They will examine how farms meet people's needs. They will design solutions for problems on a farm to produce food and follow steps to make a healthy snack.</p> <p><b>Assessment Task:</b> Make a Fruit Salad (practical and supporting responses)</p> <p><b>Technology Key Concepts and Skills:</b></p> <ul style="list-style-type: none"> <li>• Identifies the purpose of farm products that meet the needs of food, shelter or clothing.</li> <li>• Follows sequenced steps to create a healthy snack (fruit salad).</li> <li>• Creates design ideas and communicates them clearly through labelled drawings and verbal and written responses.</li> </ul>
<p><b>Geography</b> <span style="float: right;"><i>Weeks 6-10</i></span></p> <p>In this unit students investigate the inquiry questions – What is a place? What are places like? What are the different features of places? How can we care for places? How can spaces within a place be rearranged to suit different purposes?</p> <p><b>Geography Assessment Task:</b> Collection of Work</p> <p><b>Geography Key Concepts and Skills:</b></p> <ul style="list-style-type: none"> <li>• Identifies and describes natural, managed and constructed features of places.</li> <li>• Explains how to care for places.</li> <li>• Identifies where features of places are located and recognises that spaces can be arranged for different purposes.</li> </ul>	<p><b>The Arts – Dance</b> <span style="float: right;"><i>Weeks 1-10</i></span></p> <p>In this unit students make and respond to dance by exploring characters in stories and rhymes as stimulus.</p> <p><b>Dance Assessment Task:</b> Character Dance (practical) Observing and Responding to Character Dance (theory)</p> <p><b>Dance Key Concepts and Skills</b></p> <ul style="list-style-type: none"> <li>• Performs a sequence of dance movements.</li> <li>• Uses the elements of dance to create a dance to a familiar nursery rhyme.</li> <li>• Describes the importance of dance and where and why people dance.</li> </ul>



# Townsville South SS - Term 3 Overview – Year 2/3 Class

<p><b>English Weeks 1 – 5 – Responding persuasively to narratives</b>            In this unit, students read, view and listen to a variety of fairy tales to explore how stereotypes are used to persuade audiences. Students create a persuasive response. They compare how the representations of a character are depicted differently in two versions of the same story and give reasons for a particular preference.  <b>English Assessment Task – Persuasive Response</b> (monitoring task)  <b>Key Concepts and Skills</b></p> <ul style="list-style-type: none"> <li>Identify similarities and differences in narratives</li> <li>Analyse language and images in fairytales, folktales and fractured fairytales</li> <li>Compare characters and settings in texts</li> <li>Use persuasive language and punctuation appropriately</li> </ul>	<p><b>English Weeks 6 – 10 - Exploring Poetry</b>            In this unit students listen to, read and view a range of poetry. As a group, students express their personal responses and thoughts about various shared poems. Students create an imaginative reconstruction of a poem or rhyme and present it to a familiar audience.  <b>English Assessment Task – Comprehending Poetry</b> (summative task)            Creating and Reciting Poetry (summative task)  <b>Key Concepts and Skills</b></p> <ul style="list-style-type: none"> <li>Enjoy and explore poetry</li> <li>Explore rhyme, rhythm and sound patterns</li> <li>Explore language features, including onomatopoeia, and identify the message</li> <li>Analyse and interpret and respond to poetry</li> <li>Create and recite poetry</li> </ul>
<p><b>Term 3 Handwriting – Year 2 – Cursive</b></p> <ul style="list-style-type: none"> <li><b>Physical Strategies</b> - Pencil-grip, arm rest, paper position, arm position, posture, pressure</li> <li><b>Letter Formation</b> - one third retrace, slope, letter/word spacing, letter width, size, proportion</li> <li>Using of handwriting practices in day to day writing tasks</li> <li>Joining letters <u>modified by joins</u> – ff, ss, f to letters</li> <li>Revise letters that don't join</li> <li>Joining to 'z' and 'o'</li> </ul> <p>Revision of concepts covered throughout the term</p>	<p><b>Term 3 Handwriting Year 3 – Cursive</b></p> <ul style="list-style-type: none"> <li><b>Physical Strategies</b> - Pencil-grip, arm rest, paper position, arm position, posture, pressure</li> <li><b>Letter Formation</b> - one third retrace, slope, letter/word spacing, letter width, size, proportion</li> <li>Using of handwriting practices in day to day writing tasks</li> <li>Joining letters <u>modified by joins</u> – ff, ss, f to letters</li> <li>Revise letters that don't join</li> <li>Joining to 'z' and 'o'</li> </ul> <p>Revision of concepts covered throughout the term</p>

**Term 3 Maths** - This term children will be studying the following topics: Basic Facts, Operations; Patterns and Counting; Number and Place Value; Chance; Angles (Year 3 only)

**Year 2 Maths Standard Descriptors** - Students recognise increasing and decreasing number sequences involving 2s, 3s and 5s. Students identify the missing element in a number sequence. Students count to and from 1000. They describe outcomes for everyday events. They perform simple addition and subtraction calculations using a range of strategies.

**Year 3 Maths Standard Descriptors** - Children solve problems using efficient strategies for multiplication. Students recognise angles in real situations. Students count to and from 10 000. They recall addition and multiplication facts for single digit numbers. They continue number patterns involving addition and subtraction. Students conduct chance experiments and list possible outcomes.

<p><b>Term 3 Targets in Reading:</b>            Year 2 – Level L            Year 3 – Level O            Take home reading is a great way to support school reading lessons.  <b>Term 3 Targets in Basic Facts</b>            Year 2 – 80            Year 3 – 120</p>	<p><b>Term 3 Technology -</b>  <b>Technology Assessment Task</b> – Students will explore food production technologies, and how food is selected and prepared for healthy eating. They will plan, make and evaluate a Health Bar.  <b>Key concepts and skills</b></p> <ul style="list-style-type: none"> <li>Investigate how food and fibre are grown</li> <li>Generate and develop design ideas</li> <li>Design, create and evaluate a Health Bar</li> </ul>
<p><b>Term 3 Earth Sciences</b> – Exploring the movement of the Earth and the changes that occur as a result.  <b>Science Assessment Task</b> – The Sun, the Earth and Us - Day/Night Sky Landscape (Multimodal Presentation)  <b>Science Key Concepts and Skills</b></p> <ul style="list-style-type: none"> <li>Explain why features are relevant to a sky and landscape</li> <li>Explains the relationship between the movement of the Earth and why everyday lives change from day to night</li> <li>Use the relative positions of Earth to the sun to explain the cause of everyday observations</li> <li>Communicates using scientific terminology and representations</li> </ul>	<p><b>Term 3 Geography</b> – Exploring Features of Places/ Exploring Similarities and differences in environments and places.  <b>Geography Assessment Task</b> – Planning a Town. World Geographic Divisions / Exploring similarities and differences in places near and far (Collection of Work)  <b>Geography Key Concepts and Skills</b></p> <ul style="list-style-type: none"> <li>Pose questions and collect information</li> <li>Analyse data to draw reasoned conclusions</li> <li>Explain the connections between location and the characteristics and distribution of places</li> <li>Provide precise, relevant information and data</li> </ul>
<p><b>Term 3 Dance</b> – Dancing Seasons - This term students will make, perform and respond to dance by exploring connections with seasons in dance of their own and other cultures as stimulus.</p>	

# Townsville South State School - Term 3 Overview – Year 3

<p><b>English: Engaging with Poetry</b> In this unit, students listen to, read, view and adapt poems. They analyse texts by exploring the context, purpose and audience and how language features and language devices can be adapted to create new meaning. Students will write and present an adaptation of a poem to an audience using appropriate speaking skills.</p> <p><b>Key Concepts and Skills</b></p> <ul style="list-style-type: none"> <li>• Poetic Structures – Title, line, stanza,</li> <li>• Language Features – Nouns, verbs, adjectives, mood</li> <li>• Poetic Devices – Rhyme, rhythm, repetition, alliteration, onomatopoeia</li> <li>• Spelling, vocabulary, punctuation &amp; grammar</li> <li>• Presentation Skills – tone, pace, pitch, volume, gesture and eye contact</li> </ul>	<p><b>English: Information Texts</b> In this unit, students listen to, read, view and create information texts. They analyse texts by exploring the context, purpose and audience, and understand how content can be organised using different text structures depending on the purpose of the text. They understand and explore how language features, images and vocabulary choices are used for different effects in different texts. Students will create and present an information report to the class using appropriate speaking skills.</p> <p><b>Key Concepts and Skills</b></p> <ul style="list-style-type: none"> <li>• Information Text structures &amp; features</li> <li>• Language features – technical nouns, noun groups, verbs, facts</li> <li>• Audience and purpose</li> <li>• Images and labelled diagrams</li> <li>• Spelling, vocabulary, punctuation and grammar</li> <li>• Presentation Skills – tone, pace, pitch, volume, gesture and eye contact</li> </ul>
<p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Physical Strategies - Pencil-grip, arm rest, paper position, posture, pressure</li> <li>• Letter Formation - slope, spacing, size, proportion, legibility, parallelism</li> <li>• Handwriting practices in day to day writing tasks</li> <li>• Evaluation and correction of own handwriting</li> <li>• Mastering entries and exits before beginning cursive</li> </ul>	<p><b>Term 3 Targets in Reading</b> Year 3 – Level O</p> <p>** Take home reading is a great way to support school reading lessons. **</p> <p><b>Term 3 Targets in Basic Facts</b> Year 3 – 120/200</p>
<p><b>Term 3 Maths</b> This term, students will be studying the following topics: Basic Facts, Number and Operations, Patterns and Counting, Angles and Chance.</p> <p><b>Year 3 Maths Standard Descriptors</b> Students recognise the connection between addition and subtraction and solve problems using efficient strategies for multiplication. They count to and from 10 000. Students recall addition and multiplication facts for single digit numbers. They continue number patterns involving addition and subtraction. Students recognise angles in real situations, and conduct chance experiments and list possible outcomes.</p>	
<p><b>The Arts – Dance: Wildlife Watch</b> In this unit, students make and respond to dance by expressing ideas about animals and the environment through dance.</p> <p><b>Key Concepts and Skills</b></p> <ul style="list-style-type: none"> <li>• Elements and purpose of Dance</li> <li>• Production elements</li> <li>• Choreographic devices</li> <li>• Knowledge of a variety of dances, including cultural</li> <li>• Safety elements – including warm up and warm down</li> <li>• Collaboration and group work skills</li> </ul>	<p><b>Technology – Design Technology: What’s for Lunch</b> In this unit, students explore technologies used in food production. They will design and make a healthy food bar, using both modern and traditional technologies.</p> <p><b>Key Concepts and Skills</b></p> <ul style="list-style-type: none"> <li>• Describe and identify food technologies used in modern and traditional societies</li> <li>• Develop design ideas</li> <li>• Plan, make and evaluate a Health Bar</li> </ul>
<p><b>Earth Sciences – Spinning Earth</b> In this unit students will investigate the effect of Earth's rotation on its axis in relation to the position of the sun. Students will consider how everyday observations including day and night, sunrise and sunset, and shadows occur because of Earth's rotation. They will make observations, will plan and conduct investigations, collect data safely, and identify patterns and explain results. Students will explore the relationship between the sun and Earth to identify where people use science knowledge in their lives, and will create a poster presentation to communicate their understandings.</p> <p><b>Key Concepts and Skills</b></p> <ul style="list-style-type: none"> <li>• Day and night; sunrise and sunset</li> <li>• Shadows</li> <li>• Earth – rotation, axis, position in space</li> <li>• The Sun</li> <li>• Science investigation skills</li> <li>• How the Earth’s rotation affects our daily lives</li> </ul>	<p><b>Geography – Exploring Similarities &amp; Differences in Environments and Places</b> In this unit students will investigate: How and why places are similar and different, and what it would be like to live in a neighbouring country. Students will draw on studies at the local scale, including representations of Australia and the location of Australia’s neighbouring countries, and understand the different climate types and their influence on the characteristics of places. Students will record data and information to identify similarities and differences between the climates and natural and human characteristics of different places.</p> <p><b>Key Concepts and Skills</b></p> <ul style="list-style-type: none"> <li>• Australia and its neighbouring countries</li> <li>• Mapping Skills &amp; Cartographic conventions</li> <li>• Features of places – including distribution</li> <li>• Climate types and zones</li> <li>• Natural and Human characteristics of place</li> <li>• Rainfall and temperature – reading and interpreting data</li> </ul>

# Townsville South State School - Term 3 Overview – Year 4/5

## Term 3 English

Students will be assessed on a combination of their reading journals, reading benchmarks (Fountas and Pinnell), literacy circle, guided reading, traditional story and poetry assignment.

**English Assessment Task 1 – Traditional Story** Write a traditional story which includes a moral or message for a younger audience.

**English Assessment Task 2 – Poetry Assignment.**

, reading journal, reading benchmark, literacy circle contribution and connections, and guided reading.

### English Key Concepts and Skills

#### Productive Mode (speaking, writing and creating)

- Students use language features to create coherence and add details to their text.
- They demonstrate an understanding of grammar, select vocabulary from a range of resources, and use accurate spelling and punctuation, editing their work to improve meaning.
- Students use a range of persuasive devices including rhetorical questions, evaluative language and modal verbs.

#### Receptive Mode (listening, reading and viewing)

- Students understand that texts have different text structures depending on purpose and audience.
- They describe literal and implied meaning connecting ideas in different texts.

## Term 3 Maths

This term students will be focusing on number facts and operations, angles and chance. In addition, Year 5 students will be learning factors and multiples. During Chance students will be looking at how to place everyday events on the chance continuum. Year 4 students will determine whether events are dependent or independent of each other. Students will learn about the different types of angles and how they are classified. They will compare real objects to right angles. In Year 5 Angles, students will cover anti-clockwise and clockwise turns by common angles e.g. 45, 90, or 180 degrees and find unknown angles on a straight line.

Throughout the year, students will practice and be assessed on their multiplication, division, addition and subtraction facts.

### Term 3 Targets in Reading:

Year 4 – Level S

Year 5 – Level V

Take home reading is a great way to support school reading lessons.

### Term 3 Targets in Basic Facts

Year 4 – 160

Year 5 – 185

### Term 3 Earth Sciences and Space Sciences – (Based on Year 4 Unit 2)

In this unit students investigate the solar system.

**Science Assessment** – Students will explain the key features of the solar system. Identify how different people have contributed to our knowledge of the solar system and look at how scientific development affects our lives.

### Term 3 The Arts – Dance (Year 4 Unit 3)

*Wildlife Watch* - students make and respond to dance by exploring ways of expressing ideas and stories about the environment through dance.

### Term 3 Geography – (Based on Year 4 Unit 1)

In this unit, the focus will be the continents of South America and Africa. The children will investigate the natural vegetation and native animals from these continents. They will learn cartographic (mapping) conventions.

Assessment - Children will interpret geographical information and form conclusions about how environments should be protected.

### Term 3 Design Technology

In this unit, students explore modern and traditional technologies used in food production.

#### Assessment Task – Health Bar

Students will design and make a healthy food bar, using both modern and traditional technologies.

#### Technology Key Concepts and Skills

- Describe and identify food technologies used in modern and traditional societies
- Develop design ideas
- Plan, make and evaluate a Health Bar

# Townsville South State School - Term 3 Overview - Yr 5/6

## English: Key Concepts

In this unit, students will examine a range of different writing styles and features, their authors, and how they impact texts. They will investigate and compare similarities and differences in the ways the authors use text structure and language features to create a range of effective texts. Students will be assessed on a combination of their reading journals, reading benchmarks, literacy circle, guided reading, and a creation of an informative text; autobiography.

### Monitoring and Formative Assessment:

Students will investigate and complete a range of work samples including:

- Autobiographies.                      - Free Choice
- Poetry.                                      - Memoirs
- Letters.                                      - Riddles

### Productive Mode: *Speaking, writing and creating*

Students create an informative autobiography including a wide range of explored language features. On balance judgements of grammar, select vocabulary from a range of resources, use accurate spelling and punctuation, edit their work to improve meaning.

### Receptive Mode: *Listening, reading and viewing*

Students understand that texts have different text structures depending on purpose and audience. They describe literal and implied meaning, connecting ideas in different texts.

## Mathematics: Key Concepts

- Factors and Multiples                      - Chance
- Angles    - Basic Facts Test

Students learn to estimate, measure and construct angles and describe the transformations of two-dimensional shapes and angles. They learn how to find unknown angles using the relationships between angles on a straight line, vertically opposite angles and angles at a point. Students also learn to mathematically describe chance experiments involving equally likely outcomes and to represent those outcomes on a continuum. They also learn to apply knowledge of chance events, express probabilities as a fraction and to compare expected and observed frequencies. Finally, students will learn to identify and describe factors and multiples of whole numbers, and to identify, describe and sequence whole numbers according to their properties and solve problems involving division and multiplication.

## Geography: Key Concepts

Students will demonstrate an understanding of the characteristics of places and partial concepts by representing and interpreting data in a variety of forms.

## Science: Key Concepts

Students learn to describe to describe key features of the solar system and how scientific knowledge develops from different people's contributions. They discuss how scientific developments have affected people's lives, and how to communicate ideas using a range of text types.

## Art: Key Concepts

Students are to perform, choreograph and respond to dance using the theme of adventure as stimulus.

## Technology: Key Concepts

Students apply their knowledge of electrical energy and their understanding of the Design and Technologies processes and production skills to create a prototype electrical security device.

## Semester 2 Reading Targets:

Year 5 - Level W at 80 wpm  
Year 6 - level Y at 90 wpm

## Semester 2 Basic Facts Targets:

Year 5 - 140 sums or 70%  
Year 6 - 160 sums or 80%